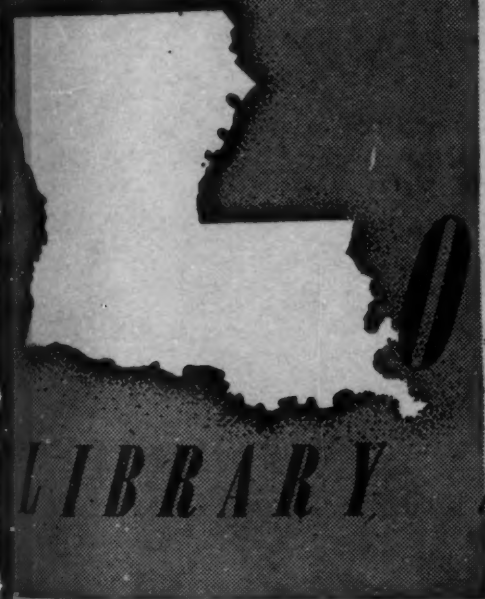


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# Bulletin

of the



LOUISIANA

LIBRARY ASSOCIATION

Vol. 14 No. 3

Conference Number

Summer 1951

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# THE BULLETIN

*of the*

## LOUISIANA LIBRARY ASSOCIATION

VOLUME 14

NUMBER 3

### CONTENTS FOR SUMMER

Guardians of Freedom.....	Frances Flanders	66
Books and your Thinking.....	Virginia Kirkus	68
Book of Kells.....		73
Libraries in Today's Tensions.....	Raymond C. Lindquist	74
Twenty-Fifth Annual Conference.....	Nancy S. McGee	80
Louisiana Library Association Membership.....		83

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# Guardians of Freedom

FRANCES FLANDERS

President, Louisiana Library Association

AS American citizens there are certain basic freedoms which are guaranteed to us by the Constitution of the United States and which we have complacently taken for granted. Today we are living in a world in which not only our political and economic freedom as a people are at stake, but our freedom as individuals to think, speak and worship is threatened. In an age of mobilization and semi-mobilization we may well lose those values which make our lives worth living.

The librarians of this country have a grave responsibility to the people. In the materials of libraries more and more people are searching for answers to their problems and to the question of where the truth lies. No greater words have ever been spoken than those of Jesus taken from the eighth chapter of John: "Ye shall know the truth, and the truth shall make you free." It is our duty to see that the books and periodicals dealing with controversial questions present the facts as truthfully as possible. When a book has a bias on one side of a question, we should know it and so warn the public. Especially to be watched are books that contain beliefs entirely different from what the title would lead one to expect.

Everything that I have to say in the remainder of this address is based upon the necessity for librarians to read and know their book stock. There is no substitute for reading a book. Book reviews are good guides for purchase, but for actually knowing the content of a book, it is essential that librarians read and that they read widely.

In preserving our freedoms what are some of the things that we as librarians have to watch for? First of all, we must be ever vigilant to watch the progress of creeping socialism in this country. If we study the steps by which England was brought into socialism we can see the same thing happening here. One thing which may save our country is the spectacle of the sorry plight that socialism has made in England. There

is no government, however benevolent, that has the brains, heart and soul to manage all the economy of a large nation. A great many people in this country have benefited by the welfare measures of our government. We must face the fact that there are people who will give up most any freedom for a feeling of security. I would not for a minute suggest that we give up all of the social gains that have been made during the past twenty years, but I do think that we should carefully consider further social legislation and provide the means for our patrons to examine it. We must not forget that this country was founded upon and grew to its present greatness on the principle of free enterprise in business. Before a person decides against the capitalistic system, he should examine the economic systems of Russia and England.

Another evil that we have to guard against is government by the minority. In many cases the minority is so loud that the majority, which does not have its forces organized, is overwhelmed and gives up the struggle without putting up a fight. We must be sure that material on all sides of a question is offered our public. A case in point is the Negro problem in the south. Much has been written about the terrible treatment that southern Negroes receive, but there are also descriptions of the terrible Negro slums in the north. Race discrimination is found in New York City as well as in New Orleans. Hodding Carter, a southerner, in his "Southern Legacy" tells us that Savannah, Georgia, is considered by the Negroes the most desirable city in which to live in the United States. But wherever we find racial minorities, we find race discrimination, whether in the United States, India, Africa, or elsewhere in the world.

As guardians of American freedoms we need to keep a close watch of books and material that expound different ideologies. A book which plainly states that it is the

doctrine of a special group or sect has a definite place in a library. That book is not to be feared. The patron who reads it knows what he is getting and is taking the responsibility for reading it. The dangerous book is one which has the words "American, freedom or democracy" in its title and is in reality propaganda for the communists or some other subversive group. Periodicals need to be scrutinized even more carefully than books, because they are often published by subversive groups. If you do not have a copy of the report of the U.S. House of Representatives, Committee on Un-American activities, *Guide to subversive organizations and publications*, you should order it at once from the Superintendent of Documents.

One of the basic tenets of the American way of life is freedom of religion. Books depicting every faith and creed have their place in a library supported by public funds. However, many of the smaller sects have recently inaugurated the policy of sending gift books to libraries, which teach the doctrines of their sect, but do not state this fact. This kind of literature has no place in a library. One sect, and I do not know which one, for there was nothing on the literature to tell whence it came, adopted a plan of placing leaflets and tracts in books in our library. They methodically went through the shelves and left this literature in books. We just as carefully went through and removed it.

As a positive step in guarding our freedoms, we should search out and provide for our public, books which show the greatness of America, the foundations of the American way of life and the lives of its great men. A very wholesome sign is the interest with which children read biographies of famous men and women who made our country great. Several publishers have made splendid contributions to literature portraying the history of America for children. If the young people of today read these books, we can expect to have a more loyal citizenry in the next generation. We should provide books that teach our people to be proud of their country and to be proud that they are Americans.

The Citizenship Program sponsored by the Louisiana State Libraries and the Parish Libraries, about which you will hear more at tonight's meeting, has had for its purpose the awakening of the people of Louisiana to the duties as well as the privileges of citizenship. In connection with this program the Louisiana State Library has collected a number of films which may be borrowed for the use of groups. These films teach loyalty to our way of life and a desire to preserve it.

The time has passed for librarians to be passive spectators in the war of ideas. We must be active participants. We can play a vital part in the life of our community and nation if we recognize our guardianship and prepare for it.

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## Membership

There are a record number of names on the membership list in this issue of the *Bulletin*. The Membership Committee will not be satisfied, however, until every person working in or for a library has joined the Association. Since the Committee's list of potential members is incomplete, librarians are urged to help by calling the attention of staff members and trustees to the Committee's notices, and by encouraging those not now members to join. *A word of instruction*—Persons sending in dues should carefully

fill out the five membership blanks. And those wishing to belong to one of the sections—College and Reference, Public and Regional, School, or Trustees—should be sure to indicate this in the space provided on the membership blanks. Many persons, although intending to join a section, neglect to do this. Those who do not as yet have membership blanks may obtain them, as well as further information, from Ruth Walling, Treasurer, L. S. U. Library, Baton Rouge 3.

## Books And Your Thinking

VIRGINIA KIRKUS

Kirkus Bookshop Service

My subject as listed in this program is Books and Your Thinking. That might be interpreted almost any way. When the subject was assigned, I tried to see how I could fit it best into your convention program without making it too serious, and yet I think these are days when we have to realize that we have a serious place in communities and a serious place in national life. I suppose the American public library system is one of the most dramatic symbols of our democracy and that we individually can't act as individuals only, but must realize that we stand as symbols in the community.

You see, I am classing myself with you as part of the library. Librarians mean something—mean something, wherever they are in touch with the public. Your thinking and the books which help to form your thinking are something that can be a tremendous influence and you have to, in facing that responsibility, realize that you can't allow yourself to be prejudiced, intolerant, inflexible. You have to be bigger than perhaps your nature might tempt you to be.

I was in a group one time when a man was airing his views very emphatically and somebody said, well after all he's a person of very strong opinions. The man sitting next to me murmured—"opinions, he has no opinions." I looked at him a little startled and he said—"no he just re-arranges his prejudices." Well I think that's something which is very easy for all of us to do. It is very easy for everyone to want to read down the line of his own prejudices. We want to reinforce what we consider our opinions. Over and over again when I am talking to women's clubs I try to make them see that books open all sorts of doorways for them—that books give them opportunities that they are wasting—give them the chance to know much more than one side of the question—much more than one phase of the

situation. We can't all go to all the places we'd like to see. We can't all know all the people we'd like to talk to, but a great many of those chances are given us in books, and I think we as librarians—you as librarians—and I in my capacity of presenting books, have the opportunity not only to make it possible for other people but to make it possible individually that we practice what we preach.

Now let's see some of the ways in which books today can help us to be better citizens—can help us in our thinking and in our living and in our presenting of books to the public to whom we stand as arbiter to a certain extent. We are faced with a good many pretty frightening situations. The Oklahoma library case must be pretty close to a great many of you—a terrifying indication of what can happen when a small organized minority can operate against a disorganized, perhaps uninformed, and certainly apathetic majority. That was an instance—that is an instance—I hope it's not a closed case—where a few people determined to oust one person and to change the whole pattern of what a library should stand for, were able to use books as weapons, and the wrong kinds of weapons. I am not going into that case because you probably all know a great deal more about it than I do but it came so close on the heels of the American Legion article that I couldn't help but tie the two things together.

I stumbled into the American Legion situation in a rather funny (funny-peculiar, not funny-amusing) and a rather frightening way. I had been in Florida when the article came out. I came back, as always, to a desk piled high and the last thing in the world that I was inclined to read was the American Legion magazine. And then one of the girls in my office came bursting in one day. "Have you read this?—you *must* read this." I said



"What is it?" and she said—"It's a really frightening article"—frightening in the sense that it showed how information can be twisted to create a certain impression.

Irene Kuhn, who wrote the article, had presented the thesis that a great many books that were critical of Soviet Russia were being withheld from the public by libraries, by booksellers and by the press, and that on the other hand authors who were sympathetic to Communist Russia were being given a tremendous play. One or two instances were cited of people going into public libraries—going into bookshops and being told "Oh, no, we didn't stock that book" or having the books and not exposing them for public sale. And on the other hand, she was claiming that people like Edgar Snow, William White and various people were either presented too favorably or damned too effectively.

I didn't get around to reading the article until I was called up on the telephone by Burton Rascoe who said the *Herald Tribune* was giving me a good deal of publicity—that they were saying around the place that after all nobody bought books because of what the *Herald Tribune*, the *New York Times*, or the *Saturday Review of Literature* said in the trade, but that they were buying because of what I said, and that he thought he would like to do an article on me—he had a wide public. Well I thought he had a syndicate—he used to have a syndicate—and I sent him some material. The next thing I heard was that he was the literary editor of the American Legion, and at the present moment I don't know whether I am more afraid of being called a communist or an anti-communist by the American Legion.

That guilt by association, that whole misrepresentation and tagging is one of the most dangerous things that is happening today. I went down a list of the books—they were books that are being recommended highly—and I checked every single report that we had done on them and I really felt that we had done what we set out to do, that is to give an objective not a personal opinion. They were books like *Seeds of Treason*, *I Choose Freedom*, the Kravchenko book,

books of that kind, which we ought to read—which we ought to have. I am sure that practically every book of the twelve that the American Legion felt should be in libraries and bookshops are in your libraries.

I hope also the books that they were criticizing as being too prevalently read are also in your library. Take Owen Lattimore, who, I think, has become a person about whom people can get very fiery and very indignant one way or the other. But let me tell you something that happened to me about Owen Lattimore. I was at a cocktail hour with some very close friends, people who I thought knew us thoroughly from all angles. We were talking about Central Asia. Our hostess said, "I don't think there is any point in knowing anything about Central Asia, all parts of it are alike to me." I said, "Well, since I've read Owen Lattimore's *Solution in Asia* the different sections of Central Asia really mean something," and she said, "Oh, well, they're just swallowed up in the Soviet maw now." And I said, "Well after all Lattimore says 'Here were countries 500 years behind the times and in the course of 15 years they were given roads and hospitals and schools; should they have waited another 50 years for a more distant democratic neighbor to give them a better bathtub?' Quote, unquote." She turned to her husband who came into the room at that moment and said "Oh, Floyd, did you know Virginia and Frank were communists?"

That's the kind of thing that I think every one of us has a responsibility about—to not let that kind of tagging go on. That American Legion article was reaching a great many people who were already prejudiced and ready to accept without analyzing some of the misstatements made in it; they were ready to accept wholeheartedly and without investigating their own libraries and their own bookshops to see whether it was true.

If you are not familiar with the article get it out—check over those books. See whether you have them in your libraries and put them all out on your shelves. I will confess, that now and then a book comes along, or an author for whom I find it very hard for me to *not* be prejudiced



and intolerant and then I find myself saying "I've got to find something on the other side so that when people bring these books up I'll have an answer."

That's another thing I think we can all do. For instance, take a man like John Flynn, if you've followed him closely from the days of *Country Squire in the White House* on up to *The Road Ahead*, you know that he has a great deal to say that a great many of us will go along with up to a certain point. He has a facility, let's say, for giving half-truths an over-play, and yet those books are swallowed with enthusiasm by the people who want to believe all of the things he tells them.

What can we give them on the other side? Can't we give them books like Barbara Ward's *Policy for Europe*? Can't we give them books like those of Liddell Hart, can't we even give them Eleanor Roosevelt's books? Incidentally, I had something happen to me in a library in Long Island shortly after her last book was published.

I had spoken in an auditorium connected to the library and there was an exhibit in the library and tea served afterwards. So we went in there and I was looking at the biography table and I saw the Roosevelt book in front and the librarian said "I'm so glad you spoke about it." She said, "One of our Long Island dowagers was in here just this afternoon and with a gloved finger, pushed the book to the back of the table." I said, "Mrs. So-and-So, *surely* you're not prejudiced," and she said "Oh, no, my dear, just Republican."

There are other subjects on which we sometimes hesitate to take a stand—hesitate to try to see two sides and to come out with facts about there being two sides to a question. Subjects of race and religion I suppose will be the top of that list; that list that we have to discourage and be careful until we know where people stand. I have quite often deliberately avoided talking about books in those categories when I am talking to women's clubs because almost invariably the question will come from the floor afterwards. "What do you think of the *Cardinal*? What do you think of some other book

which has equally violent sides for and against?"

When the question comes up about the *Cardinal* I remember one time I was asked whether a club could use it for a book review. I said instead of taking just the one book for a book review why not take the *Cardinal* and Blanchard's *American Freedom and Catholic Power*. I think you might be interested to know what we did about *American Freedom and Catholic Power*. It was inflammatory, to put it mildly. I saw one of the original 50 photostatic copies of the manuscript. I read it and did my report on it. I sent it to Dr. Miller, who is the head of the city mission in New York, and who does religious books for us. He also did a report on it, then his wife read his report and tore it apart and my husband read my report and tore it apart, and each accused us of letting the effect that the book had on us affect our report. So we pooled results and I ended by doing that report seven times before it passed my staff. The only reward I've had is that a number of librarians have written me to say they hadn't dared handle the book until they saw our report and that gave them the clew to how it could be presented, and presented objectively.

The same thing was true with book sellers. I think you probably know that all over the country where that book was shown in windows, the windows were smashed and the books removed. You may not know that a great many newspapers refused to review it or even to run advertising which listed it. It is difficult when we know that a book of that kind can cause such violent feeling. I felt about it myself that it was biased, unbalanced and often unfair in making things too black and white. Blanchard's new book, which is coming out in about another month, I think is a better book, a fairer book, a more objective book; but again it is going to be a very difficult book to handle.

I think there definitely is value in carrying out the suggestion that I said I had made a number of times. If you are going to do the Blanchard book, do the *Cardinal* at the same time or vice-versa. The *Cardinal* takes one controversial point after another in fic-

tion form and presents it sometimes in very cogent ways, very convincing ways and very human ways. I think it does help if you can persuade people to see two sides. Perhaps it stirs people up, disturbs them, but possibly people need to be stirred up and disturbed.

On the race question, I as a northerner, have no right to talk in Louisiana about it, but I think you might be interested in this. After Lillian Smith's book came out, I spoke to several publishers about the terrible need for a fair and positive book to be written and published which told what the south was doing in a constructive way to meet the problem. Hodding Carter was one of the people I suggested as a possible person to do it, so I was very much interested when I had a letter from the Louisiana State University—a letter which I think they should have been rather ashamed to have written. They said, "We are sending you by this mail the galley of the book that we are publishing—*The Southern Legacy* by Hodding Carter, which presents *our* side of the case, if we have a right to have any side."

Don't you think that they ought to be spanked for saying a thing of that kind? Of course the south has a right to have a side. Of course the south has a right to present that side. I don't think Hodding Carter did it satisfactorily. I had hoped he could and would but I think unfortunately he was too anxious to answer other people to present as positive a program and position as he should have been able to do. That book is still to be written. Perhaps some of you know some southerner who can do it. I don't think any northerner can. A northerner comes in perhaps biased in the wrong direction and not realizing how much we have to learn in the north about handling the race question.

There is another field—a tremendous field—in which books are very vital to our thinking today, a field in which unfortunately an appallingly few people are willing to open their minds. I think a great deal of the trouble in the world today could have been avoided if some of the books that have been written about world problems had been read

by the right people. Unfortunately, only too often the readers of those books are the people who are already convinced.

Let's take the subject of Asia on which a tremendous amount has been written. As I listened to conversations in the street, to people talking on the plane, to the taxi man and to people with whom I dined, you would think that nobody except General MacArthur had ever even suggested that Asia was a tinder-box about to break into flame. How many years is it that we have been warned and warned and warned until it has almost been a case of "crying wolf"?

He is not the first person to tell us. We've had the much discussed Edgar Snow; we've had Owen Lattimore; we've had Richard Lauterbach; we've had endless people who are now being charged as pro-communist when what they many times were trying to tell us was that there was a wave of dislocation going through Asia which if not met in other ways was a fertile field for the communists. Go back and read some of the books that are pilloried today and read them with a knowledge of what is happening and has happened and you'll find that in many cases that is what they are saying.

There is one current book—it has only been out about a week or two—a book that perhaps was too hastily written, written by a journalist, a top ranking journalist, Robert Payne, who wrote the *Young Emperor* and who has written a good deal both in the field of fiction and non-fiction, with an Asiatic background. His new book, *Red Star Over Asia*, is a very provocative and very revealing picture of the forms communism is taking in sweeping over all parts of Asia today. There are as many forms almost as there are countries. And what are we doing about it? It's a book that dates awfully fast. Inevitably his Korean material is already out of date because that's what we know most about. But none the less the book gave me an insight into what's happening in Indo-China, what's happening in Indonesia, what's happening in Malaya and so on, that I have gotten from nothing else that I have read currently. It's the kind of book that probably won't sell, probably won't circulate; but I think it's the

kind of book that if enough of us urge people to read, will help make them understand the headlines better. We've got to read it ourselves first so as to help our own understanding and our own thinking.

*The Riddle of MacArthur* of course is being read because of Gunther's name and because of MacArthur's name. Gunther, again, is a journalist, not a very deep-cutting journalist, but he writes so entertainingly and so easily a great many people read him, and he too throws considerable light on war in Korea; also, Margaret Higgins' book which is coming out within the next few days, if not out already—she's the *Herald Tribune* woman correspondent who had so much trouble staying on the scene. Her book on war in Korea has a good deal of some of the elements that really don't get into the paper and you learn why they don't. These are books that will help to clarify our own thinking, and help to direct other people to a better knowledge of what's going on around us.

Other parts of the world are sore spots—other parts of the world have had superb books written about them that haven't sold. Books about Israel are almost taboo, almost impossible to get people to read. Why is it? Is it because there is that lurking hesitant feeling still that we haven't outgrown, that we haven't learned to write about? Israel has done perhaps the most dramatic and most creative thing in the history of the making of a nation. Their story is being told not only by people who have had a part in it but by people like Thomas Sugrue and Koestler, and various people who have gone and come away again inspired by what they have seen.

I have taken up chiefly, in talking about Books and Your Thinking, those books that are helping to make us informed citizens; the books of people who know more about the different aspects of what is happening in the world, of points of view and so on. But there's another whole field of books that help our thinking, that develop our ability to weigh our ideas: "idea books" that are so intangible and so difficult to sell to the public. These are books that make us stretch

our minds; books that help us see our place in the world comedy-tragedy.

I don't know just how much time librarians have to read. I sometimes have been to conventions when I've sat through meeting after meeting where books were not mentioned, and I would take off my hat, if I had one on, to the librarians—to the Louisiana Association—because you have a convention that's built around books. There are other kinds of books that help us in our thinking by helping us to understand people better. Biographies are primarily in that category and they are perhaps my favorite kind of reading. I like almost every type of biography, I like fictional biography and I like the popular type of biography. I think I learned more about that period in American history leading up to the early days of the revolution through reading Catherine D. Bowen, *John Adams and the American Revolution*, than I did in any history of the American revolution I've ever read. And I thought of parallel incidents in what's happening today. I found myself applying the instance of Adams' taking the case for the British soldiers at the time of the Boston Massacre. Think how close that is to some of the treason trials that we have been going through in this country. Think how similar those cases were, and what a courageous thing Adams did, something that might have ruined him as a man—as a patriot; because he chose an unpopular side for the issue involved. That kind of biography widens our knowledge of our country, widens our thinking of history at longer range. Take also a book like Woodham Smith's *Florence Nightingale*, an enchanting biography really almost ideal, for you get period, you get background, you get the mood of the times. You get Florence Nightingale in her family relationships from childhood on. You get the issues drawn clearly in the problems she had to face. Before reading that biography we knew comparatively little about her except her contribution in the field of nursing and the strides made under her inspired leadership, but this book makes her rather a person. There are also the more serious biographies such as Margaret Coit's *Calhoun*.

Calhoun to me has always been a lay figure—a cold purely intellectual figure. She makes him human and yet she's done in that biography the kind of almost rigidly scholarly biography that the purists demand.

Marchette Chute with her *Geoffrey Chaucer of England*, and her *Shakespeare of London*, took me into England in those times so that I felt almost as if I had walked the streets of London during Shakespeare's time. And behind the scenes of the theatre. It's an exciting sense of participation she gives. I wonder if you know anything about her as a person. She was brought up on a Minnesota farm. She was one of four sisters. She had never been, except on excursions, to Minneapolis; she had never lived in a city; never at the time had continuous access to public libraries. She did most of her research by correspondence and her reading by having books loaned from long distances. After the father's death, the mother and the daughters, one of whom had been married, moved to New York; and they rented what is known in New York as a railroad flat, to have easy access to the New York public library. *Geoffrey Chaucer of England* and *Shakespeare of London* were both written from a complete emersion in research, done almost entirely through the library. She had never been out of this country and yet she

established herself as an authority on the subject of Shakespeare.

After getting the Book-of-the-Month Club selection she felt she could afford to go to Europe, and she went to England for the first time in her life. She had invitations from practically every Shakespeare scholar to permit them to meet her and talk to her and discuss some of her points of view and source material. I call that a creative achievement in biography, and something that we in the library field can make possible for people whose doors and windows might otherwise be closed.

It's not only in reading non-fiction that our thinking is affected, it's in reading of every kind and every level. Thinking isn't limited to intellectual exercises of our minds, and we need entertainment as part of a broadening of vision. Let's read light fiction too, and let's read our share of trash but let's make it *good* trash. I think I've probably talked over-long at the end of a long day. In ending I do want to say that it's been a tremendous pleasure to be here, I've loved it. Thank you for inviting me to come, and let me tell you what a thrill we've had from the visits of a number of Louisiana parish librarians who have come in to see us in the last year and told us of what you are doing. Thank you.

## Book of Kells

The Government of Ireland has presented a recent reproduction of the medieval manuscript known as the Book of Kells to the Library of Congress. The reproduction is the first complete facsimile of this famous illuminated manuscript, written in Ireland some time between the 6th and 9th centuries A. D.

His Excellency, Mr. Sean MacBride, Ireland's Minister of External Affairs, who has arrived recently in this country, presented the gift to Luther H. Evans, Librarian of Congress, in a ceremony in the Coolidge Auditorium.

Mr. MacBride, a leading Irish attorney and founder of Clann na Poblachta (Republican

Party) in 1946, brought the reproduction of the Book of Kells with him from Ireland.

The original manuscript of the Book of Kells is in Trinity College, Dublin, where it has been since 1661. The reproduction to be presented to the Library is one of a limited edition produced by the firm of Urs Graf-Verlag of Berne, Switzerland, with the permission of the College and with the cooperation of the Swiss National Library.

The Book of Kells, or, as it is sometimes called, the Book of Colum Cille, is a Latin manuscript of the Four Gospels which was written and ornamented by Irish monks. Its text is written in an elegant semi-uncial script



which was first developed under the guidance of Saint Patrick in the 5th century and carried on to high perfection by his followers in the books they painstakingly produced by hand.

The exquisite illuminations which occur on all of its 678 pages are in red, mauve, yellow, green, gray and a variety of other color

combinations. They show an endless profusion of geometrical designs, plant and animal forms, and representations of the human figure.

Highly admired during the Middle Ages, this masterpiece of early Christian art exerted much influence on later European schools of manuscript ornamentation.

## Libraries in Today's Tensions

RAYMOND C. LINDQUIST

Librarian, Cuyahoga County Public Library,  
Cleveland, Ohio

"It was the best of times, it was the worst of times," Charles Dickens said in starting his *Tale of Two Cities*. He was describing the year 1775, and he went on, "It was the age of wisdom, it was the age of foolishness. . . it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to heaven, we were all going direct the other way. . ."

1775—virtually the year our country was born! And now, a little over 175 years later, the same characterization might well be applied to our times today. As we talk about today's tensions we can readily say it is "the worst of times." But darkness calls for light, and perhaps in the history of libraries this may usher in "the best of times." Perhaps the urgency of the needs of the people will succeed in challenging us to become at last true servants of the people, really leaders in the diffusion of knowledge. That is the theme for this discussion—that the times are ripe for libraries at last to become the leaders they have so long talked of being.

We who are in library work now are essentially creatures of the 20th century—most of us were born in this century or very close to it. Most of us will not survive, at least professionally, in the 21st century. Our lives, our contributions, are tied to the 20th century. What happens today, and tomorrow,

and in the next few decades, is of great importance to us.

We stand at the mid-century point. As we look back we see the shadows of great wars, world wars. We know the scars of those wars. During the years that most of us have been in library work there has been either hot war or depression or cold war. Most of our professional life has been spent in times of great unrest. The "return to normal" that we used to talk about is not spoken of any more. We have adapted to many things in this century. There has been revolutionary progress in transportation and communication, for instance. Automobiles, airplanes, radio, television, machines of all sorts, have come into their own during the years of our lives. And, of course, there has been great social and scientific and medical progress too.

But here we are today at a time when the world is far from happy. Instead, we are worried, fearful of the morrow, fearful of the future. The battle with the "isms" has not ended. The "One World" that only a few years ago we thought would finally be achieved seems all too far away. Nationalism has spread. Mankind is in revolution. The world has been split again into hostile factions. Our great U.N.—for which we had such hopes—is less sure of success now. Atomic power has brought a new and greater fear into the lives of men. Bigger and better armaments, military alliances, controls over



civilian economy, our boys fighting and dying in such an unfamiliar land as Korea. Things like this bewilder us as we stand at mid-century at a time when only a few years ago we had hoped that in these years we would be well on our way to the peaceful, more abundant life for all the world's peoples.

Instead of things being better, they are worse. The question of plain survival for so many people was never before so fearful. A feeling of futility, of insecurity and tension, is abroad. Maybe the darkest days are over. We do not know. The next months, the next years, will bring either a crashing cataclysm, or progress on the road to peace.

### Concentrate on People's Needs

At this critical juncture in history it is our lot to be working in libraries, in those serving communities, or schools, or colleges, or business, or institution, or organization. But we are not merely working in them. Libraries are only the starting place, the background, the home of the information and ideas and mental tonics which are our tools. We are working through them, reaching out to people—to adults, to children, to students and faculties, to workers, and business men, and to patients in hospitals. Because we serve people, because the work we do in all our libraries has no meaning if it does not serve the needs of people, librarians indeed must seek to orient their work in these days of universal tension. And the need of people today that should concern us most of all is that of understanding democracy's problems with intelligence.

Abroad, our country is waging a campaign of truth, seeking to combat the lies and propaganda that are being used to split people away from democratic leanings. Lies marshal them to the side of totalitarianism. It is a valiant battle to try to raise the torch of liberty so that it can reach the minds of men in places where strong forces to the contrary are in action. We are glad that information libraries abroad are one of the agencies utilized by our Government as fountains of truth.

But our problem is essentially on the home

front. Here, myriad forces beset our people. Confusion, fragmentary information, propaganda, ignorance, and apathy, have all too many people misinformed or uninformed. We have all seen many Gallup polls which list a surprising number of people who are "undecided" or "have no opinion" about important public issues of our day. Not long ago I could hardly believe my eyes when I saw one poll in which a large number of people interviewed did not know what the initials U.N. referred to. Is there a job here for the library? Does it suggest a need for new emphasis by libraries if they are to serve the people in situations where they really need help?

### Mass Media Can Be Allies

As if the times were not bad enough, both the citizens and the librarians are thrown into further confusion at this mid-century point by what are called the mass media of communication—newspapers and magazines, movies, radio, television. Because our job, also, lies within the province of the communication of knowledge and ideas, these concern us very much. These are products of our century. Many of us here can remember their growth. Jerky little silent movies back at the time of the First World War; development to the point when they became "talkies," and finally when they burst into Technicolor. Most of us remember the crystal set radios of the early '20's and their development to the superheterodyne sets that succeeded them. Figures tell the story: in 1922 there were 60,000 radios in use; in 1948 there were 73,000,000. Newspaper daily circulation has grown from 9,000,000 in 1900 to 52,000,000 in 1949; magazine circulation from 23,000,000 in 1900 to 208,000,000 in 1946.<sup>1</sup>

Now we have television in many parts of the country. In the Cleveland area alone (an area that extends to a radius of 40 miles around the city) there are 453,000 sets. Just a year ago there were 176,000 sets. In the country as a whole the National Broadcast-

<sup>1</sup> Schramm, Wilbur. *Mass Communications . . . Urbana, U. of Illinois, 1949, p. 547.*

ing Company estimates there are now 12,000,000 television receivers, 1,200,000 of them having been purchased in January and February of this year. In areas where television is available, the Research Department of N.B.C. says that 44% of the homes have sets. If each set reaches an average of only three or four people regularly, it can be realized that television has developed almost beyond belief in areas where it reaches. Incidentally, speaking for libraries in the Cleveland area I can report that television has definitely cut into library use. Now that we have had television for a year and more, we are coming to feel that though it is not a case of "This too shall pass," still the all-out devotion to television, that seemed such a threat to library use at first, assumes a proper place in time. We have survived the coming of the automobile and the movies and the radio, and have come to find each to be a real asset in our work. So also can we adjust to the competition of this powerful new medium of communication. The television can do wonders for us in acquainting people with subjects and personalities and current issues. What other medium, or what agency of education, could have aroused the people to the nation-wide interest in the crime scandal so quickly and so effectively as the televised hearings of Senator Kefauver's Crime Committee?

Is there a field of follow-up left here for the library? Reading interest studies long ago have shown that people are more likely to be interested in reading about a subject or a person if they have some prior knowledge. Consequently, the more people become accustomed to listening to crime committee hearings, U.N. sessions, interviews by the press with important public figures, and news commentators, the more stimuli are applied from various means of communication, and particularly from the real-life medium of television, the more likely we might be to interest them in reading about some of the socially-significant issues of our day. What they have heard through other media may well turn out to have been the spade-work that will give them just enough background to make them more interested than they

otherwise would be in the reading matter the library offers them. That is, this might be so if we make a very real effort to reach them.

### Dangers in Mass Media

Perhaps it won't be quite as easy as that. Perhaps folks generally will think, instead, that they know all about a subject when they have heard about it that way. Earl L. Vance, a journalism professor at Florida State University, had this to say on public opinion and the mass media of communication:

"What we call our 'thinking' about most of the events and issues—international, national, and even local—that make up so large a part of our lives is largely merely a function of the news. The thinking of millions becomes the work of a handful of strategically placed persons—a man at a radio microphone, another at a news desk, a third at a typewriter a hundred or a thousand or ten thousand miles away.

"Irrespective of the keenness of the individual mind, here is where its 'thinking' is done, its 'opinions' formed. For an opinion is in essence but a summary of one's information. . . . The so-called 'educated' person in America typically gets his current information from much the same sources as the barely literate."<sup>2</sup>

Paul Lazarsfeld expresses much the same idea when he points out that an increasing proportion of the time of Americans is given to mass media. Presumably they enable people to "keep abreast of the world." But perhaps, Dr. Lazarsfeld thinks,<sup>3</sup> this brings only a superficial concern with the problems of society, perhaps it cloaks mass apathy. Therefore, he concludes, mass media act as a narcotic to the reader and the listener. The sad thing, Lazarsfeld points out, is that people tend to seek out reading, and radio, and television, and movies, that are characteristic of their own cultural level—and they actively

<sup>2</sup> Vance, Earl L. "The News: Fourth Dimension of Education." *Bulletin of the American Institute of University Professors*, 34:550-65, Autumn, 1948, p. 553.

<sup>3</sup> "Mass Communication, Popular Taste and Organized Social Action," by Paul F. Lazarsfeld and Robert K. Merton, in Schramm, op. cit., 459-80.

avoid subjects and programs that would not ordinarily interest those with whom they live and work and associate. Serious material attracts the serious, light material attracts those who like that type of thing. Mass media, he points out, *reinforces* tastes rather than *alters* them. Be that as it may, we can expect people of all cultural levels to be interested in news—and potentially in issues of the day.

In this babel of mass communications we all live today. It has become harder and harder for people to think as they struggle to keep up with the fresh onslaught of up-to-the-minute news, the new entertainment, the new ballyhoo that each day brings. Who can absorb it, who can stop to verify, who can pull together the strands and think through to conviction on any subject? Clearly, we have reason to call this "the worst of times."

### Public Library Inquiry and National Plan

And now, at this moment in history, the findings of the Public Library Inquiry have come to us. It is not our purpose here to review the findings of this inquiry. But we must take time to urge every thinking librarian to study them. . . .

It seems to me that a good way to approach the reading of the Inquiry reports might be to start by reading an article called "Public Library Objectives in 1950." It was written by Ralph Munn, and appeared in *Public Libraries* magazine for October, 1950. It will start you to thinking (if you have not already done so) that maybe there isn't the same need that there once was for some of the things that most public libraries do. Libraries got started with our fiction function, for instance, back in the days when people did not have the recreation possibilities they have today. I know of no article that would be more likely to encourage a librarian to go on and probe and dig among the gold in the Public Library Inquiry reports at a time when he feels too busy to read them.

After reading Mr. Munn's article, I would go to Dr. Leigh's general report volume<sup>5</sup>

and read the chapter on "The Library Faith and Library Objectives." That is just what we have to be trying to make up our minds about in these days of tension—should we change our direction, should we change our emphasis in any way? To me, one of the most useful chapters in the reports of the Public Library Inquiry is this one on library objectives. That is absolute bed rock for us. All that we build will rest on our decision as to what we are going to try to do. Once we can settle our aims, we can embark on a course accordingly. That course may lead us to a drive for participation in a larger unit of service, to changed emphasis in our book buying, to changed emphasis on services; but we cannot have any kind of intelligent program if we have not a clear statement of what we are driving at.

From there on, in Dr. Leigh's general report, you will surely want to read about mass media and libraries, and to dip into and skip through the other chapters as you see fit (and you probably won't want to skip much by this time) until you get to the last chapter, called "The Direction of Development." That is the chapter that the foreword mentioned as "bringing to the center of attention problems and suggestions for change challenging a fresh appraisal." . . .

In the end, you will probably just want to go back to Mr. Munn's article and think, "What good sense this is!" Someone has pointed out that it is almost a law in life that when one door closes to us, another opens. That applies to library services as well as other things. Our trouble usually is that we look back at that closed door with so much regret and longing that we do not see the opportunity that lies beyond the new door which has opened. Maybe we should give up some of the old ways. Surely our world at mid-century is a very different one from what it was when most of our libraries and our library traditions were founded.

### Objectives—Then Action

Perhaps these will turn out to be "the best of times," after all. Perhaps the line of

<sup>5</sup> Leigh, Robert D. *The Public Library in the United States*. New York, Columbia, 1950.

peace will be held; at least we hope it will be. From the viewpoint of the development of our libraries, however, we ourselves have it in our power to turn our course toward the fulfillment of our educational functions at this time. The times are bad, but if they give us just the impetus we need to accentuate the educational and play down the recreational they may turn out to be good in library history. How fortunate we are that the spade work of library planning and library philosophy has ready for us the facts and the vision we need.

Charting the course, fixing our objectives, is only the beginning, of course. We all know that evolution and progress move slowly, and that even in these urgent and fast-changing times we cannot expect to change the functions and work of American libraries at a spectacular rate. Look back to the *A.L.A. Bulletin* of December 1, 1945, for instance, and read the far-sighted discussion of the A.L.A. Executive Board under the title, "What Is A.L.A.'s New Emphasis to Be?" There, library support of \$5.00 per capita was discussed, in 1945. Or consider A.L.A. President McDiarmid's inaugural address at the Atlantic City conference in 1948, "A Crusade for an Educated America." And what about the "Four Year Goals" which A.L.A. set for itself in January, 1948? The four years are now substantially up.

These goals<sup>6</sup> were adopted by the A.L.A. Council "to be attained in whole or large measure by 1951, the 75th anniversary of A.L.A. What were the goals? Let us review the main points and then you try to think to what extent they have been fulfilled.

"1. Programs and type of service in every library which will contribute to the awareness and understanding of urgent problems (defined in sub-points as: control of atomic energy, disarmament, democracy, state socialism, communism, etc.)

"2. Informational and educational materials in every library adequate in quantity, suitable in quality and variety, and so organ-

ized as to serve the purposes stated in the preamble (to the four-year goals).

"3. Good library service for every American.

"4. Every library staffed by an adequate number of librarians, competent to perform the public service suggested above." At the bottom of the list it says, "This is a program of action, a challenge to every librarian in the land. What is your library going to do about it?"

Along with the goals was an excellent idea for a "Great Issues" plan. This was approved by A.L.A. Council to help implement the four-year goals. Plenty for librarians to tackle, if they only would.

How much of all this affected *your* library? Have we achieved an educated America? Have the four-year goals come to fruition in your community? In our country? What could we expect to do in four years? . . .

### Not the Library Alone

Equally, we must be realistic about what we can hope to do with people as individuals. Not only are people confused and pressed for time today, but large numbers do not care to read. That hurts us greatly, but it is true. Perhaps this is chiefly because they have never learned the reading skill to a point where it really is a pleasure for them to read. Perhaps the fascination of television cannot be competed with so far as these non-readers are concerned; perhaps the mass media of communication are more accessible and interesting to them. Perhaps, and this we had better heed, no one comes into the lives of these people with enthusiastic recommendations about books to read. Apathy, indifference toward the library, and toward the issues of the day is the big problem we face as librarians, no matter what the reasons. The state-wide Citizenship Program that the Louisiana State Library and the parish librarians of Louisiana are sponsoring this year is an excellent example of what can be done. It shows that Louisiana librarians have begun to meet the challenge.

Mass apathy toward the problems of public policy and public issues is not the fault of the library alone, however. We need not

<sup>6</sup> "Four Year Goals; statement of policy adopted by Council, January 31, 1948." *A.L.A. Bulletin*, 42:121-22, March, 1948.



feel guilty that it is all our fault. All community educational and social and political institutions share in the responsibility. Similarly, all must share in the efforts to arouse interest, disseminate information, and inspire to action.

The job of arousing adults to meet their responsibilities as citizens is not easy. Walter Laves expressed it very well in his speech at the Midwinter Meeting of A.L.A. this past January when he said, "The task is not a simple one of using an educational spray gun." Instead of spraying people with an educational veneer (convenient as that would be), we must reach their minds. But let us remember that apathy *can* be overcome, as was demonstrated so dramatically recently by Senator Kefauver's Crime Committee investigation. . . .

### Can the Library Do This?

Perhaps a unique contribution that libraries can make is to pull together for people the basic facts and information about big issues: issues such as the Point-4 program, reciprocal trade, the veto problem of the United Nations, for instance, the things that people see in the newspaper, hear on the radio or television, but on which they are vague, which somehow they have missed in the past, or forgotten. If you have ever tried to do much with discussion groups, you know how many people are afraid to participate for fear they will display ignorance.

It seems to me that it would be helpful to have what are called, in governmental and academic circles, "briefing" sessions. Who is going to tell the man in the street "what it's all about" when he sees or hears something about the North Atlantic Pact, or the meeting of Foreign Ministers' Deputies, or the Potsdam Conference, and is not sure what it is, though he may feel vaguely that he has seen or heard of it before? "Current Issues" discussion groups, that some libraries have had, are a fine thing; but it seems to me that if they are to reach many more people than they do, they should be more in the spirit of "briefing" those who come. They could be something like a lecture on the topic, with a simpler presentation. Discussion would inevitably follow, but the emphasis would be

first of all on a good, clear, brief explanation of the topic, probably accompanied by distribution of "fact" sheets. . . .

In the library where I am employed, we have started this year a plan whereby the first hour in each of the monthly staff meetings is spent in a discussion of current events or current issues. Our idea is that the more that branch librarians (and all of us) know about these matters the more likely they are to promote them in their reading, their book collections and recommendations, in their displays, and the more likely they are to want to have programs or discussion groups along that line in their branches. Surely if the librarians themselves are poorly informed we cannot expect that they are going to be successful in arousing those who do not have proximity to informational materials during their working days. . . .

### Making the Decision

True, we are in those "worst of times." But then, they have the advantage of being times that call for resolute action. True, the people are inundated with the blare of many voices that demand attention mercilessly via the mass media of communication. But then, these same voices also bring the messages of democracy to places where they might not otherwise reach.

As we stand at mid-century and look back, many of us will admonish ourselves that "We have left undone those things which we ought to have done, and we have done those things which we ought not to have done." We wouldn't want to be quizzed about what we did about Mr. McDiarmid's "crusade for an educated America," for the "Great Issues" campaign, or for the "Four Year Goals."

Now the time of decision is here. We can make these the "best of times" if we resolve to start a determined course toward accentuating the educational, stressing particularly library materials and activities that will promote peace and freedom and better-informed citizenship.

### Start With A.L.A.'s Heritage Program

A concrete opportunity to get started in this direction comes with the American Li-



brary Association's 75th anniversary this year. Cooperating now would be the first of many steps forward that we would hope to make.

"The Heritage of the U.S.A. in Times of Crisis" is the theme for this 75th anniversary. An effort will be made in honor of the occasion and in recognition of the needs of the times to restate the American heritage, to stimulate citizen thinking on how to defend and to use our freedom, and to make clear how this heritage serves us in our times of crisis.

A practical feature of A.L.A.'s celebration will be the publication this summer of two volumes. One will be concerned with a statement of the problems that face all citizens today and then show what our heritage of experience and ideas contribute to a citizen's understanding of these problems. The second volume will be a source book on the topics covered by the first volume, presented so that it can serve as a study guide by groups or individuals who wish to do a detailed study of the American heritage. . . .

### **The Most Important Matters for Today's Libraries**

Most of what has been said about libraries in today's tensions has been concerned with adults. It is because we care so much, however, about what kind of a world there will be for the children of today and for the children of tomorrow, that we must dedicate more of our efforts today to helping make democracy work and to defend it against its enemies. The tensions of these times affect children and young people too, of course—tensions that result from broken homes, from the strains of inflation, from the fright of atom bomb talk. But we do pretty well by our children through our school libraries and our public libraries. We have ways of reaching them, and there is an abundance of constructive and imaginative literature for them. With these we can divert their minds through friendly guidance. Francie Noland, of *A Tree Grows in Brooklyn*, comes to mind as an example of a child from a difficult en-

(See Page 96)

## **Twenty-fifth Annual Conference**

NANCY S. McGEE, Secretary

Librarian, Ruston Junior High School

The Louisiana Library Association celebrated its twenty-fifth anniversary when it met in Alexandria at the Bentley Hotel on April 12, 13 and 14. More than two hundred librarians and friends of the library participated in this celebration, which was directed by the officers of the Association: Miss Frances Flanders, President; Miss Evelyn Peters, First Vice President; Miss Marion Taylor, Second Vice President; Mrs. Nancy S. McGee, Secretary; Miss Ruth Walling, Treasurer; Dr. Andrew J. Eaton, Parliamentarian; and the Program Chairman, Mrs. Florinell F. Morton. The theme for this conference was "Libraries in a World of Tensions."

Registration was held in the lobby of the Bentley Hotel on April 12th from 10:00

A.M. to 2:00 P.M. and again from 4:00 P.M. to 5:30 P.M. There were 218 persons who registered.

The first session, held in the Venetian Room of the hotel, was conducted by Miss Frances Flanders, President of the Association. Greetings were extended to the Association members and friends by Mr. Martin B. Close, Mayor of Alexandria. The response to this was given by Miss Evelyn Peters. The President's address on the subject, "Guardians of Freedom," was very ably given by Miss Frances Flanders, who emphasized that librarians have a big responsibility in guarding freedom of ideas through reading and guidance. Mr. Raymond C. Lindquist, Librarian of the Cuyahoga County Library of Cleveland, Ohio, addressed the assembly on

the theme, "Libraries in a World of Tensions," emphasizing that times are ripe for librarians to become leaders. The program was followed by a business session.

The report of the nominating committee was presented and accepted. Nominations were called for from the floor; there being none, the officers were elected by acclamation. The following persons were elected, and their term of office will begin on January 1, 1952:

Miss Evelyn Peters—President

Dr. Garland Taylor—First Vice President

Mr. Guy Lyle—Second Vice President

Miss Lucille Arceneaux—Secretary

Miss Elizabeth Builteman—Treasurer

Miss Janet Riley—Parliamentarian

Miss Sallie Farrell—Louisiana Library Association Representative to the American Library Association

Miss Emily Spencer introduced twenty of the twenty-four commercial exhibitors, giving some highlights in the life of several of them and calling to the attention of the Association the excellent exhibits they had arranged for the conference in the lobby.

At 8:00 o'clock Thursday evening the second general session was called to order by the presiding officer, Dr. Garland Taylor. He introduced Miss Sallie Farrell, director of the project on citizenship in Louisiana, who gave an interesting report of the various activities in the state to promote better citizenship. The address of the evening was given by Dr. T. V. Smith, Visiting Professor of Philosophy at Tulane University, who gave an inspiring talk on "Books and the Business of Living." Following the program everyone enjoyed an informal reception in the Venetian Room.

Friday morning, April 13, was devoted to sectional meetings.

A luncheon in recognition of the twenty-fifth anniversary of the Louisiana Library Association was held at 1:00 P.M. on Friday in the Venetian Room. Miss Frances Flanders presided. A review of the history of the Association with an introduction of Past

Presidents was given by Miss Essae Martha Culver, Executive Secretary, Louisiana State Library; Mrs. Ruth Baird, Past Librarian, Webster Parish Library; Miss Loma Knighton, Librarian, Stephens Memorial Library, S.L.I.; and Miss Frances Flanders, Librarian, Ouachita Parish Public Library, and President of the Louisiana Library Association. The main address was given by Dr. Harrison A. Dobbs, Professor of Social Welfare, Louisiana State University, who spoke convincingly on "Organizing Professionally: Responsibility and Opportunity."

The afternoon was left free for committee meetings, browsing among books in the commercial exhibits, enjoying the professional exhibits on citizenship and library buildings and other activities. At this time the Recruiting Committee and Trustees' Section held their meetings.

The Book Dinner in the Venetian Room at 8:00 P.M. with Mrs. Florrinnell F. Morton presiding was attended by 224 persons. Among these were representatives of the undergraduate Library Science classes at Northwestern State College, Louisiana Polytechnic Institute, Southeastern Louisiana College, Southwestern Louisiana Institute and Louisiana State University, who were special guests at the Book Dinner. Mrs. Morton recognized other guests of the Association, the old and new officers, the Conference chairman and chairmen of committees and sections. The Modisette Awards were presented by Dr. Harriet S. Daggett, Professor of Law, Louisiana State University. These went to the Vermilion Parish Library, Miss Cleo Songy, Librarian; and Natchitoches High School Library, Mrs. Lucille T. Carnahan, Librarian. (The school library award was presented at the L.E.A. Convention in November.) The Literary Award, which is given annually by the Louisiana Library Association to the author of the most outstanding book published on Louisiana during the previous year, was presented by Mr. John Hall Jacobs this year to Mr. Carlyle Tillery of Tuscaloosa, Alabama, for his book, *The Red Bone Woman*. Miss Virginia Kirkus, founder and director of the Virginia Kirkus' Bookshop

Service, New York, gave a thought-provoking address on "Books and Your Thinking."

On Saturday morning at 8:00 o'clock the Louisiana State University Library School celebrated its twentieth year with a breakfast. The honor guest for this occasion was Miss Mildred P. Harrington, who will retire from teaching in June.

The third general session convened at 9:30 A.M. in the Venetian Room with Miss Frances Flanders presiding. The report of the Committee on Indexing of Louisiana Magazines was read and accepted. A discussion of the subject, "Let's Talk About Books," was led by Mr. John Hall Jacobs. The persons participating on the program were Mrs. Bertha Hellum, Mrs. A. D. Tisdale, Mrs. Shirley K. Stephenson, Dr. Garland Taylor and Mr. John Hall Jacobs. The books reviewed and discussed were *Understanding Politics*, by Louise M. Young; *Soviet Image of the U.S.*, by Frederick C. Barghoorn; *Collected Stories of William Faulkner*; *My Six Convicts*, by Donald P. Wilson; and *Disturber of Peace*, by William R. Manchester. A business session followed the program.

A report of the Trustees' Section was given by Mr. James T. Madison, Chairman of the Section, who emphasized the growth of the Section. Miss Evelyn Peters, Chairman of the Membership Committee, reported with enthusiasm that the Association now had 494 members, the largest membership in its history. Of these 431 were individual memberships, 20 contributing, 39 institutional, and 4 sustaining. Her report was accepted with applause. It was announced that this would permit the Association to have another representative to the American Library Association, an office which had been filled by the election of Miss Sallie Farrell, Field Representative of the Louisiana Library Association.

Reports by the Treasurer and Resolutions Committee were read and accepted.

The old business concerned the participation of Negro members in the Association. Mrs. Morton's motion and Mr. Watson's amendment were read. Motion: That the Association undertake to implement recommendations of the Committee's report.

Amendment: That action on Mrs. Morton's motion be postponed for one year. Discussion followed. A report from the Committee on Negro Participation was read by Miss Hefley. It commended "the Association and its official personnel for such forward-looking activities as the publication in the Bulletin of Janet Riley's report of findings pertinent to the question" and Mrs. Morton's motion to implement last year's report. The report further stated, "Your committee feels, however, that our first concern should be that a negative vote on this motion be avoided. The reasons, we feel, are obvious: 1. To register a negative vote would disturb the Association's status quo in this matter, and it is the feeling of the committee that a majority of our members wish the status quo to be maintained; 2. The psychology of a recorded negative vote would be unfortunate as far as both majority and minority groups would be concerned. We, therefore, recommend that instead of taking a definite vote at this time the Association instruct its Executive Board to consider itself directed to work persistently and consistently toward making possible all-member participation in Association affairs as, when and how the best interests of all may seem to be served." Mrs. Morton stated that her feeling and attitude toward the question was the same as it was last year. However, considering the best interests of the Association and all members, she wished to withdraw her motion. There were no objections to the withdrawal. It was moved by Miss Vivian Cazayoux, seconded by Miss Marilyn Prommel and carried that the Louisiana Library Association follow the recommendation of the Committee and instruct its Executive Board to consider itself directed to work persistently and consistently toward making possible all-member participation in Association affairs as, when and how the best interests of all may seem to be served.

Appreciation was expressed to Miss Emily Reed, Chairman of the Convention, Miss Kathryn Adams, Chairman of the Hospitality Committee and all who had worked so diligently to make the Conference a success.

It was moved by Mr. Jacobs, seconded and carried that the session be adjourned.

## Louisiana Library Association Membership

- Abbott, Edith, Head, *Catalog Department, East Baton Rouge Parish Library, Baton Rouge.*
- Abramson, Debora R., Assistant State Librarian, *Louisiana State Library, Baton Rouge.*
- Acadia Parish Library, Crowley
- Acklin, Bettye Ode, Branch Assistant, *Clairborne Parish Library Demonstration, Homer.*
- Adams, Stella (Mrs. C. R.), Board Member, *Franklin Parish Demonstration, Winnsboro.*
- Adams, Kathryn J., Head, *Extension Department, Louisiana State Library, Baton Rouge.*
- Adams, Syble E., Librarian, *Bastrop High School, Bastrop.*
- Alben, Alice Strong (Mrs. A. O.), Science Librarian, *Centenary College, Shreveport.*
- Allen, Mrs. Roy, Board Member, *Evangeline Parish Library, Ville Platte*
- Amiss, Mary Lynn, Librarian, *Baton Rouge Senior High School, Baton Rouge.*
- Anderson, Sr. Mary Patrick, Librarian, *St. Mary's High School, Natchitoches.*
- Andrus, Joslyn Valen, Secretary to Parish Librarian, *Jefferson Parish Library, Gretna.*
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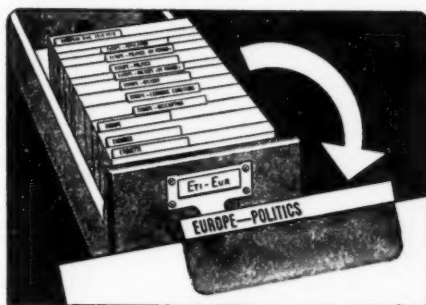
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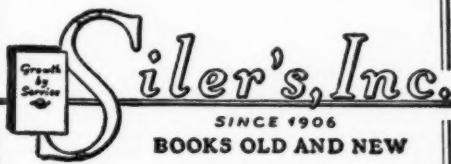
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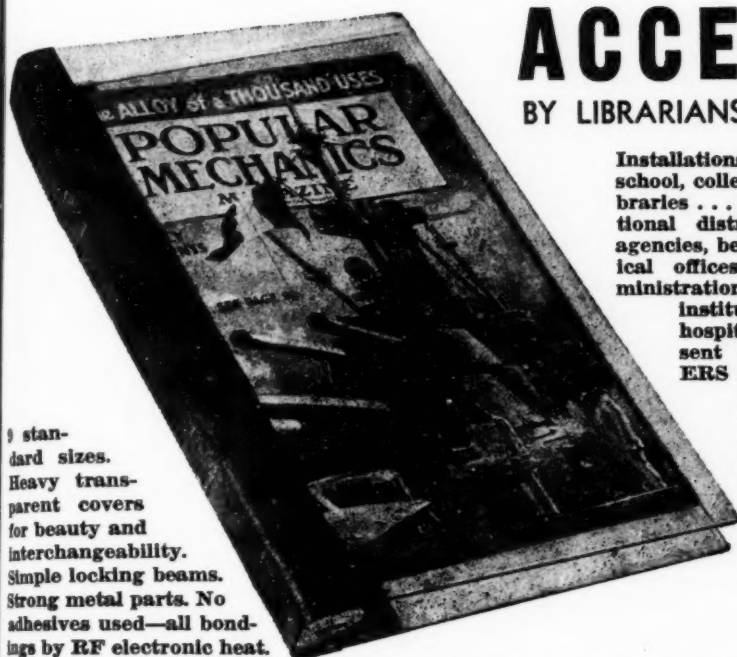
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### Libraries in Today's Tensions—

(Continued from Page 80)

vironment who finds release from tensions in imaginative literature. Our strongest effort must be directed toward adults, however. . . .

Edgar Ansel Mowrer, in his recent book, *Challenge and Decision*, summarizes our situation this way:

"We, the American people are facing the challenge of our existence. We are confronted by a triple threat: the threat of physical (and political) extinction in a superwar; the threat of spiritual extinction from the spread of Soviet communism; and the threat of moral extinction through loss of internal freedoms in the process of sustaining (against Soviet communist expansion) an incessant, and perhaps inconclusive, struggle. . . .

"This challenge is the central fact of our lives to which everything else should be subordinate. Unless we recognize it as such,

unless we take measures to meet it in all its fullness and diversity, none of us can be sure that five, ten, or twenty years from now there will still be a United States. . . .

"More probable than total destruction, superwar, or conquest by communism is a gradual moral extinction through loss of individual liberties relinquished in the process of waging the cold war. Under the twin pressures of Soviet imperialism abroad and creeping communism within, we may be compelled to whittle down the Bill of Rights until we become the image of the totalitarianism we abhor. . . .

"On the manner in which we meet this challenge hangs the nature of the coming, first world-wide, civilization — free — or slave —.

"It is up to us. The day of challenge is here. The decision is ours to make. Where we show the way, there will be plenty to follow." . . .